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ABSTRACT

During fiscal year (FY) 1979, six institutional research reports were conducted at South Oklahoma City Junior College (SOCJC) that focused on various aspects of the student population. The first study in this compilation determined selected characteristics (sex, full/part-time status, marital status, age, ethnic background, and program) of the 5,285 students enrolled at SOCJC during fall 1978 for whom this information was available. Two reports represent part of a larger retention study. One tried to determine why 2,472 of 5,412 students enrolled in fall 1978 did not return in spring 1979 and the characteristics of this group. The second phase of the retention study looked at the 360 non-returning students who officially withdrew with regard to their majors, goals, and characteristics. Another study compared spring 1979 and FY 1979 enrollments with those from previous years in terms of headcount and credit hours and selected student characteristics. A fifth study tried to identify differences in students who took classes at different times of the day. The final report presents the findings of a survey of SOCJC 1978 graduates, that solicited information on their current activities and their satisfaction with various aspects of their college experience. The survey questions are included with the responses. (AYC)

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Institutional Research, Fiscal Year 1979:

THE STUDENTS

Research Monographs III, V, VI, XI, XII, and XIII.

South Oklahoma City Junior College

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JC 790 621

ENROLLMENT ANALYSIS FALL, 1978

RESEARCH MONOGRAPH III

Office of Planning and Development
December, 1978

In the fall 1978 semester, there were 5,285 students on whom data about sex, income, marital status, ethnic background, and the like was available. In actuality, there were 5,421 students enrolled in 35,440 credit hours, giving an average credit hours attempted of 6.5%. All of the numbers and percentages included in the rest of this paper are based on the enrollment figure of 5,285.

SEX AND FULL-TIME/PART-TIME BREAKDOWN

Of the total enrollment this semester, 42.4% were men and 57.6% were women; these percentages are almost identical to the previous fall's, while last spring semester, there was some difference with 54.1% being women and 45.9% being men. The full-time/part-time student ratio has changed this semester from the previous two semesters with about one-fourth full-time students in the fall, 1977, and spring, 1978, and only about one-fifth full-time students this fall. The fact that there were fewer full-time students helps to explain the decrease in the average credit hours from 7.1% in the fall, 1977 and spring, 1978, to 6.5% this fall (based on 5,421 and 35,440 credit hours).

MARITAL STATUS AND AVERAGE AGE

The percent of single, married, widowed, divorced, and separated students has remained constant over the last three semesters as can be seen in Table I and Table II. The average age this semester is 28.6 which is similar to last fall's but half a year lower than it was in the spring, 1978.

ETHNIC BACKGROUND

In considering the ethnic background this fall, there is a decrease in the percent of blacks and the other and no response category. The latter decrease can be explained by the use of the on-line registration which does not allow a nonresponse. An increase was experienced this fall in the number of whites and the number of Oriental Americans over what it had been last fall and spring semesters. The exact percentages can be found in Table I and Table II.

Other information on our students is available in the Research Office. If you have a need for specific information not presented here, feel free to contact this office.

TABLE I

SUMMARY OF FALL ENROLLMENTS SINCE SOCJC OPENED

Category	Fall 1972	Fall 1973	Fall 1974	Fall 1975
Total enrollment	1032	1852	2572	3736
Male	527 (51.1%)	1111 (60.0%)	1222 (52.1%)	1885 (50.5%)
Female	505 (48.9%)	741 (40.0%)	1350 (47.9%)	1850 (49.5%)
Full time	653 (63.3%)	399 (21.5%)	593 (23.1%)	1070 (28.7%)
Part time	379 (36.7%)	1453 (78.5%)	1979 (76.9%)	2665 (71.3%)
In Okla. City Area	841 (81.5%)	1659 (89.6%)	2227 (86.6%)	2866 (76.7%)
Not Okla. City Area	191 (13.3%)	193 (10.4%)	345 (13.4%)	869 (23.3%)
Single	455 (44.1%)	*	*	1149 (30.8%)
Married	489 (47.4%)	*	*	2143 (57.4%)
Widowed	6 (0.5%)	*	*	33 (0.9%)
Divorced/Separated	82 (8.0%)	*	*	410 (11.0%)
Average Age	24.8 yrs.	*	*	28.1 yrs.
Black	19 (1.8%)	*	*	148 (4.0%)
Caucasian	897 (86.9%)	*	*	3034 (81.2%)
American Indian	24 (2.3%)	*	*	83 (2.2%)
Oriental American	5 (0.5%)	*	*	18 (0.5%)
Spanish Surname	16 (1.6%)	*	*	67 (1.8%)
International	6 (0.5%)	*	*	88 (2.4%)
Other/No Response	65 (6.3%)	*	*	297 (8.0%)
Immediate Job Entry	435 (42.2%)	*	*	2363 (63.3%)
Transfer	595 (57.7%)	*	*	1324 (35.5%)
Continuing Educ.	2 (0.2%)	*	*	48 (1.3%)
FTE/Credit Hours	**	844/12660	1210/18150	1850/27750
New Students	1032	757	1112	2060
Returning Students	0	559	888	2231
Graduates	0	36	20	124

* Information was unavailable on students enrolled in American Institute of Banking for 1973-4.
**Information is unavailable

TABLE I (CONT.)

Summary of Fall Enrollments Since SOCJC Opened (Cont.)

Category	Fall 1976	Fall 1977	Fall 1978
Total Enrollment	4414	5379	*5421
Male	2038 (46.2%)	2275 (42.3%)	2242 (42.4%)
Female	2376 (53.8%)	3104 (57.7%)	3043 (57.6%)
Full Time	1363 (30.9%)	1354 (25.2%)	1070 (20.2%)
Part Time	3051 (69.1%)	4025 (74.8%)	4215 (79.8%)
In Okla. City Area	3298 (74.7%)	3802 (70.7%)	3676 (69.6%)
Not Okla. City Area	1116 (25.3%)	1577 (29.3%)	1609 (30.4%)
Single	1621 (36.5%)	1978 (36.8%)	1952 (36.9%)
Married	2219 (50.3%)	2661 (49.5%)	2621 (49.6%)
Widowed	48 (1.1%)	65 (1.2%)	67 (1.3%)
Divorced/Separated	535 (12.1%)	675 (12.5%)	645 (12.2%)
Average Age	27.8 years	28.5 years	28.6 years
Black	245 (5.6%)	313 (5.8%)	255 (4.8%)
Caucasian	3527 (79.9%)	4378 (81.4%)	4599 (87.0%)
American Indian	111 (2.5%)	169 (3.1%)	184 (3.5%)
Oriental American	20 (0.5%)	24 (0.5%)	87 (1.6%)
Spanish Surnamed	90 (2.0%)	98 (1.8%)	74 (1.4%)
International	95 (2.2%)	71 (1.3%)	64 (1.2%)
Other/No Response	326 (7.4%)	326 (6.1%)	22 (0.4%)
Immediate Job Entry	2792 (63.3%)	3355 (62.4%)	**2094 (39.6%)
Transfer	1170 (26.5%)	802 (14.9%)	**1415 (26.8%)
Continuing Education	452 (10.2%)	1222 (22.7%)	**1776 (33.6%)
FTE/Credit Hours	2244/33660	2531/37965	2363/35440
New Students	2059	2662	2300
Returning Students	2231	2636	2714
Graduates	124	81	242

*Included in this total are 136 people on whom data was not obtained from the computer.
**Numbers are not comparable due to changes in the reporting system.

TABLE II

SUMMARY OF SPRING ENROLLMENTS AT SOJCC

Category	Spring 1976	Spring 1977	Spring 1978	Spring 1979
Total Enrollment	3605	4770	5184	*5192
Male	1955 (54.2%)	2393 (50.2%)	2378 (45.9%)	2214 (42.7%)
Female	1650 (45.8%)	2377 (49.8%)	2806 (54.1%)	2851 (56.3%)
Full Time	1181 (32.8%)	1504 (31.5%)	1325 (25.6%)	1063 (21.0%)
Part Time	2424 (67.2%)	3266 (68.5%)	3859 (74.4%)	4002 (79.0%)
In Okla. City Area	2684 (74.5%)	3464 (72.6%)	3811 (73.5%)	3944 (76.0%)
Not Okla. City Area	921 (25.5%)	1306 (27.4%)	1373 (26.5%)	1248 (24.0%)
Single	1150 (31.9%)	1692 (35.5%)	1909 (36.8%)	1796 (39.0%)
Married	2006 (55.6%)	2433 (51.0%)	2558 (49.3%)	2582 (51.0%)
Widowed	30 (0.8%)	52 (1.1%)	73 (1.4%)	66 (1.3%)
Divorced/Separated	419 (11.6%)	593 (12.4%)	644 (12.4%)	621 (12.3%)
Average Age	28.57 years	28.80 years	29.20 years	29.10 years
Black	194 (5.4%)	351 (7.4%)	316 (6.1%)	244 (4.8%)
Caucasian	2880 (79.9%)	3716 (77.9%)	4176 (80.6%)	4335 (85.6%)
American Indian	82 (2.3%)	156 (3.3%)	191 (3.7%)	251 (4.9%)
Oriental American	17 (0.5%)	21 (.4%)	23 (.4%)	1 (02%)
Hispanic	65 (1.8%)	86 (1.8%)	77 (1.5%)	64 (1.3%)
International	87 (2.4%)	79 (1.7%)	75 (1.5%)	88 (1.7%)
Other/No Response	280 (7.8%)	361 (7.6%)	326 (6.3%)	82 (1.6%)
Immediate Job Entry	2234 (62.0%)	2997 (62.8%)	2880 (55.6%)	**2248 (44.4%)
Transfer	1329 (36.9%)	1292 (27.1%)	630 (12.2%)	**1313 (26.0%)
Continuing Education	42 (1.2%)	481 (10.1%)	1674 (32.3%)	**1504 (29.7%)
FTE/Credit Hours	1931/28965	2435/36525	2455/36825	2259/33886
New Students	2231	1904	2139	1846
Returning Students	1204	2688	2986	2898
Graduates	170	178	56	321

*Included in this total are 127 people on whom data was not obtained.
**Numbers are not comparable due to changes in the reporting system.

INITIAL REPORT

PHASE I OF THE RETENTION STUDY: NON-RETURNING STUDENTS

RESEARCH MONOGRAPH V

Office of Planning and Development
February, 1979

Of the 5,412 students who were enrolled in classes in the fall 1978 semester, 2,472 did not return in the spring 1979 semester. Using these numbers, it can be determined that 45.7% of our students in the fall did not return in the spring. In trying to identify why these students did not return, the makeup of the group is the first step to be considered. As a second step, each student will be mailed a questionnaire to try and gain more individual data.

First, the group was analyzed to determine the biographical makeup of the nonreturning students. Thirty-eight and nine-tenths percent were men, and sixty-one and one-tenth percent were women. In comparison, the total population in the fall semester was composed of 42.4% men and 57.6% women. The above numbers indicate that the percent women make up of those leaving is greater than the percent of women in the fall semester. This might be interpreted as indicating something more than just a chance occurrence. A second indication, although not a statistically significant one, is that the greatest portion of those not returning are women. (See Table I.)

Marital status is another factor, and it was found that of those not returning 51.6% were married, 33.9% were single, and 14.6% were either separated, divorced, or widowed. Although there is no significant difference, it appears that those married make up a greater percent of those not returning. When the percentages are looked at for the fall 1978 student population, 49.6% were married; therefore, the percent of those not returning who were married is greater than the percent in the fall student body. Here again, it is not a significant difference in percentages. (See Table I.)

The ethnic background of the nonreturning students was percentage-wise almost identical to that in the fall enrollment as can be seen in Table I. In terms of class time, it appears that those enrolled in only night classes and those in arranged sections are the students not returning. The percentage these two categories made up of those not returning is significantly higher than the percent they made up in the fall. (See Table I.)

Table II shows the greatest percent of students who did not return were enrolled in from one-to-three credit hours and that 81.7% of those not reenrolling were enrolled in less than seven credit hours. In considering age, the percents in the nonreturning group were similar to the percent each age group made up in the fall semester. The greatest percent of those not returning, 28.8%, were between 21 and 25 years old, with about 50% falling between 21 and 30 years of age. Other percentages can be found in Table III.

Table IV attempts to compare the percent of nonreturning students in each major with the percent of students in that major in the fall, 1978. In terms of percentages, Banking and Finance, Business, Accounting, and Mid-Management are the four majors that have a greater percentage (more than one percent) of those nonreturning than was in the fall 1978 population. If the percent not returning is determined by using the fall of 1978 as a base, Long-Term Care has no one who was listed as a major in the fall who returned, but we are only talking about two people. The second highest percent of nonreturners was in Credit Union Management which only had one return. The third was Banking and Finance in which 66.9% did not return, and the fourth was Mid-Management, with 63.2% not

returning. Fourteen programs had a return rate from fall, 1978, to spring, 1979, of under fifty percent, and only five had a return rate of eighty percent or better: Gerontology, Construction Technology, Metal Fabrication, Industrial Electronics, Drug Abuse Rehabilitation. Those who had no major indicated also had a return rate of better than 80%. Of the five programs listed above, with the exception of Construction Technology, they had 15 people or less in the major during the fall semester. (See Table IV for information about each major.)

The data presented helps to begin to consider what types of students do not return, but much more data is needed before any inferences can be made.

TABLE I

CATEGORIES	PERCENT IN FALL ENROLLMENT 1978	PERCENT OF NON-RETURNING STUDENTS FROM FALL, 1978 TO SPRING, 1979
MALE	42.4%	38.9%
FEMALE	57.6%	61.1%
MARRIED	49.6%	51.6%
SINGLE	36.9%	33.9%
OTHER	13.5%	14.6%
BLACK	4.8%	4.7%
CAUCASIAN	87.0%	88.1%
NATIVE AMERICAN	3.5%	3.4%
ORIENTAL AMERICAN	1.6%	1.3%
HISPANIC	1.4%	1.6%
OTHER & NO RESPONSE	1.6%	1.2%
DAY CLASSES ONLY	23.8%	18.2%
NIGHT CLASSES ONLY	59.8%	70.7%
ARRANGED CLASSES ONLY	2.7%	4.0%
COMBINATION OF DAY & NIGHT	13.7%	7.1%

TABLE II

NUMBER OF CREDIT HOURS	PERCENT OF NON-RETURNING STUDENTS ENROLLED DURING FALL, 1978
1 - 3	56.8%
4 - 6	24.9%
7 - 9	7.7%
10 - 12	7.3%
13 - 15	2.8%
Over 15	0.5%

TABLE III

AGE	PERCENT OF NON-RETURNING STUDENTS
(16 - 20)	12.4%
(21 - 25)	28.8%
(26 - 30)	20.9%
(31 - 35)	12.9%
(36 - 40)	7.7%
(41 - 45)	5.8%
(46 - 50)	3.9%
(51 - 55)	2.6%
(56 - 60)	1.4%
(61 & over)	1.1%
No age reported	2.3%

TABLE IV

Major	Non-Returning Students in Each Major		Total Students in Each Major		Percent Not Returning
	Percent	Number	Percent	Number	
BUSINESS	21.0%	519	19.5%	1029	50.4%
SPEECH COMMUNICATIONS	0.4%	9	0.3%	16	56.3%
PRE-ENGINEERING	2.5%	61	3.2%	167	36.5%
VISUAL ARTS	1.0%	25	1.2%	66	37.9%
MUSIC	1.0%	25	1.5%	81	30.9%
THEATER ARTS	0.3%	8	0.3%	18	44.4%
MODERN LANGUAGE	0.8%	19	0.9%	46	41.3%
LITERATURE	0.9%	22	0.8%	43	51.2%
MATH	0.9%	23	1.1%	59	39.0%
SCIENCE	3.2%	80	3.6%	189	42.3%
PSYCHOLOGY	4.3%	106	5.0%	265	40.0%
HISTORY	0.4%	11	0.6%	29	37.9%
POLITICAL SCIENCE/ PRE-LAW	0.7%	17	0.9%	46	37.0%
SOCIOLOGY	1.2%	29	1.4%	75	38.7%
DIVERSIFIED STUDIES	0.8%	19	0.6%	32	59.4%
ACCOUNTING	5.1%	125	4.4%	233	53.6%
BANKING & FINANCE	18.4%	454	12.9%	679	66.9%
SECRETARIAL SCIENCE	4.9%	121	4.7%	247	49.0%
BROADCASTING	2.0%	49	1.7%	91	53.8%
PRINTING TECHNOLOGY	0.3%	7	0.5%	26	26.9%
COMMERCIAL ART	2.8%	69	2.3%	120	57.5%
CREDIT UNION MGMT.	1.1%	26	0.5%	27	96.3%
FASHION MERCHANDISING	0.7%	17	0.7%	36	47.2%
REAL ESTATE	3.0%	73	2.5%	132	55.3%
RETAIL MERCHANDISING	0.1%	3	0.2%	10	30.0%
GENERAL OFFICE ASST.	0.7%	17	0.6%	32	53.1%
FOOD SERVICE MGMT.	0.1%	4	0.4%	19	21.1%
MID-MANAGEMENT	4.9%	122	3.7%	193	63.2%

TABLE IV
(Continued)

Major	Non-Returning Students in Each Major		Total Students in Each Major		Percent Not Returning
	Percent	Number	Percent	Number	
NURSING	2.3%	56	5.1%	269	20.8%
OTTR	0.7%	17	1.0%	53	32.1%
SURGICAL TECHNOLOGY	0.7%	18	1.0%	55	32.7%
LONG-TERM CARE	0.1%	2	0.04%	2	100.0%
GERONTOLOGY	0.1%	2	0.2%	11	18.2%
EMT	2.6%	63	3.0%	160	39.4%
DRAFTING & DESIGN	1.7%	41	1.9%	101	40.6%
WELDING	0.4%	11	0.7%	36	30.6%
ELECTRONICS	2.5%	61	3.4%	179	34.1%
MACHINE PRODUCTION	0.2%	5	0.3%	14	35.7%
MACHINE TECHNOLOGY	0.7%	17	1.0%	50	34.0%
CONSTRUCTION TECHNOLOGY	0.2%	5	0.6%	32	15.6%
RADIO & TV REPAIR	0.4%	10	0.3%	17	58.8%
METAL FABRICATION	0.1%	2	0.2%	10	20.0%
INDUSTRIAL ELECTRONICS	0.1%	3	0.3%	15	20.0%
CHILD DEVELOPMENT	0.7%	17	1.0%	51	33.3%
CORRECTIONS	2.2%	55	2.9%	152	36.2%
RECREATIONAL LEADERSHIP	0.8%	21	1.0%	53	39.6%
DRUG ABUSE	0.0%	0	0.02%	1	00.0%
UNIDENTIFIED	0.1%	3	0.3%	18	16.7%

SPRING 1979 ENROLLMENT AND FISCAL YEAR 1979 ENROLLMENT COMPARED WITH PAST YEARS

RESEARCH MONOGRAPH VI

Office of Planning and Development
March, 1979

In the spring 1979 entry, we had 5,192 students who were enrolled in 33,886 credit hours which gives an FTE of 2,259. Compared to spring, 1978, this is a decrease of 7.98% in credit hours and an increase of 0.15% in headcount. The average credit hours are 6.53 which is down for the third spring in a row. Comparisons between spring, 1979, and fall, 1978, as well as other spring and fall entries can be made using the data in Table I.

During fiscal year 1979, there was a decrease of 6.36% from fiscal 1978 in credit hours. The total students served showed a 1.14% increase; the average credit hours continued to decrease as it had in 1977 and 1978. Tables II and III graphically illustrate the data presented in Table I.

The data presented in Table IV shows that the number of females in the spring showed a 1.6% increase from the previous spring, while the number of males showed a 6.9% decrease in the same period. The percent that females make up in the total spring enrollment is on the increase, with 54.13% women in spring, 1978, and 56.29% women in spring, 1979. Men, on the other hand, show a reciprocal decrease in percentage. The trend toward a decrease in the percent of men and increase in the percent of women began in fiscal 1977 in the spring semester. Table V contains a graphic presentation across fiscal years of the male and female headcount.

Table VI, showing the ethnic background, reveals that there is a substantial increase percentage-wise in Caucasian and Native American enrollments and a decrease in Black and Hispanic enrollments from last spring to this spring. In looking from fall, 1978, to spring, 1979, all ethnic categories decreased except for Native Americans. Other data for the past four fiscal years can be found in Table VI.

Marital status remained relatively constant from spring, 1978, to spring, 1979, in all categories except for the single category which showed a 5.92%

decrease. From fall, 1977, to fall, 1978, there was little shift in any category, but from fall, 1978, to spring, 1979, there was a decrease of 1.49% in married students and a decrease of 7.99% in single students. It would appear that we may be drawing fewer single students and more married people which may be the beginning of a trend which will need to be watched in the future. Further information is available in Table VII.

Table VIII contains data dealing with the registration type reported on students. "First-time students" are students who have never been in SOCJC or any other college; "transfer students" are those who have attended another college but have not gotten a degree; "returning students" are students who have been at SOCJC before and are coming back; "graduates" are those students who have a college degree, including those who have a degree from SOCJC; and the new category just added is "concurrently enrolled high school seniors." Between fall, 1978, and spring, 1979, first-time and transfer students decreased while returning and graduates increased. Comparing spring to spring creates some problems since in the implementation of the on-line registration system, there was some change in the reporting process which drastically increased the numbers reported as graduates (199% increase from fall, 1977, to fall, 1978, and a 440% increase from spring, 1978, to spring, 1979) and decreased dramatically the number of transfer students. A possible explanation may be that before on-line registration, students holding degrees may have been classified at times as transfer students. Another possible explanation is that presently students who are actually transfer students may be reported at times as graduates, or perhaps both of these things have occurred. However, it is possible that the increases in graduates is accurate. For further comparisons across fiscal years, see Table VIII.

Other biographical data is available in areas such as age, income, etc. through the Research Office.

TABLE I

TOTAL HEADCOUNT, NUMBER OF CREDIT HOURS, AND AVERAGE CREDIT HOURS FOR EACH SEMESTER AND THE TOTAL FISCAL YEAR

ENTRY POINT	FY 75		FY 76		FY 77		FY 78		FY 79	
	HC	CH	HC	CH	HC	CH	HC	CH	HC	CH
Entry 1 & 2 (Fall)	2,572	18,155	3,735	27,753	4,414	33,658	5,379	37,967	5,421	35,440
Average CH	7.06		7.43		7.63		7.05		6.54	
FTE	1,210		1,850		2,244		2,531		2,363	
Entry 3 & 4 (Spring)	2,703	20,144	3,605	28,963	4,770	36,525	5,184	36,823	5,192	33,886
Average CH	7.44		8.03		7.66		7.10		6.53	
FTE	1,341		1,931		2,435		2,455		2,259	
Entry 5, 6 & 7 (Summer)	899	5,948	1,951	10,777	2,214	11,642	2,609	12,107	2,709	12,046
Average CH	6.62		5.52		5.26		4.64		4.45	
FTE	793		1,437		1,552		1,614		1,606	
TOTAL	6,176*	44,217	9,291*	67,493	11,398*	81,825	13,172*	86,897	13,322*	81,372
Entries 1 - 7 Average CH	7.16		7.26		7.18		6.60		6.11	
FTE	1,474		2,250		2,728		2,897		2,712	

*Headcount total may contain duplicates.

TABLE II

CREDIT HOURS/HEADCOUNT

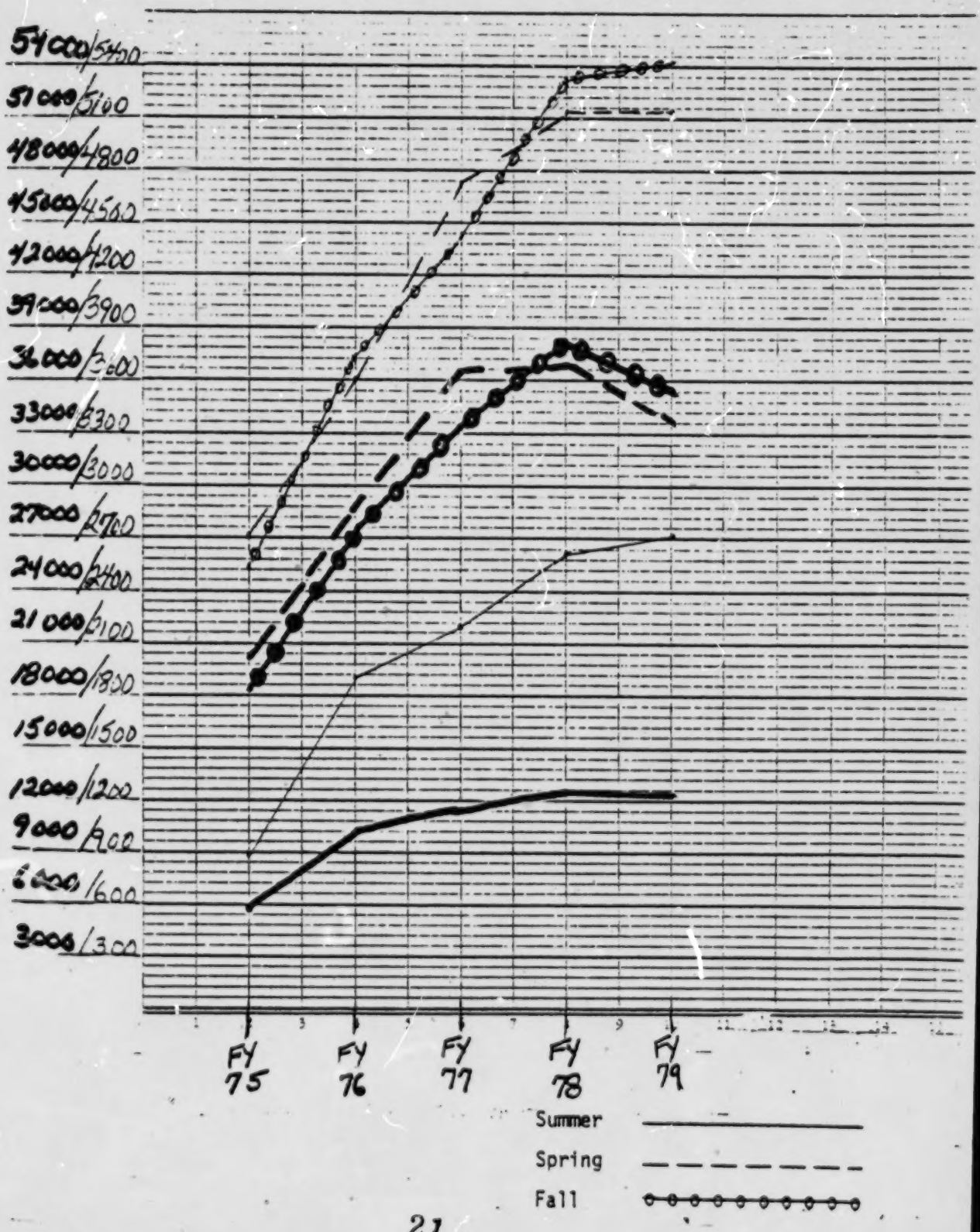

TABLE III

AVERAGE CREDIT HOURS

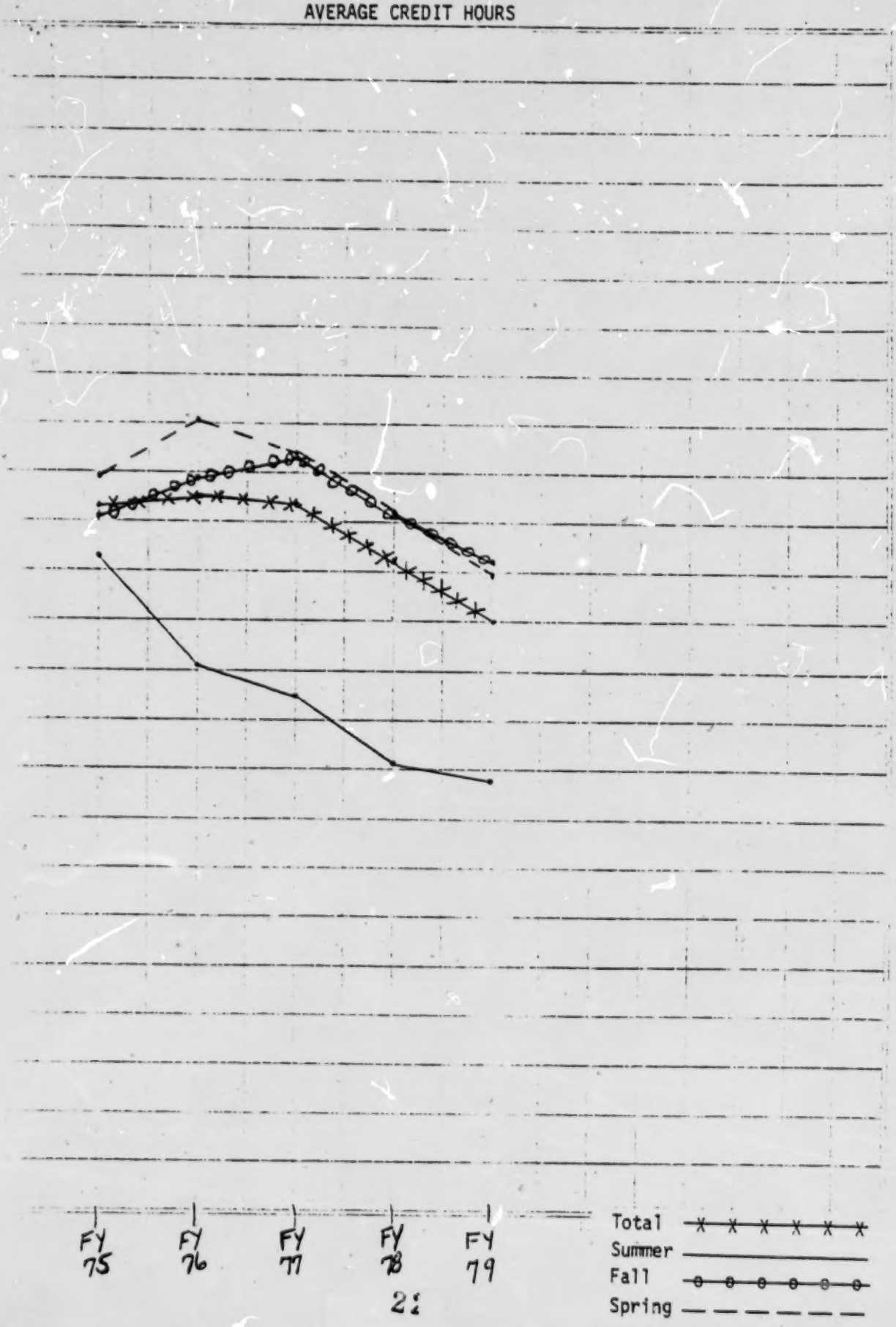

TABLE IV

MALE/FEMALE - HEADCOUNT

	FY 76	FY 77	FY 78	FY 79*
MALES--				
FALL	1,885	2,338	2,275	2,242
SPRING	1,955	2,393	2,378	2,214
FEMALES--				
FALL	1,850	2,376	3,104	3,043
SPRING	1,650	2,377	2,806	2,851

*Due to extended enrollment, not all student data was available when reports were run.

TABLE V

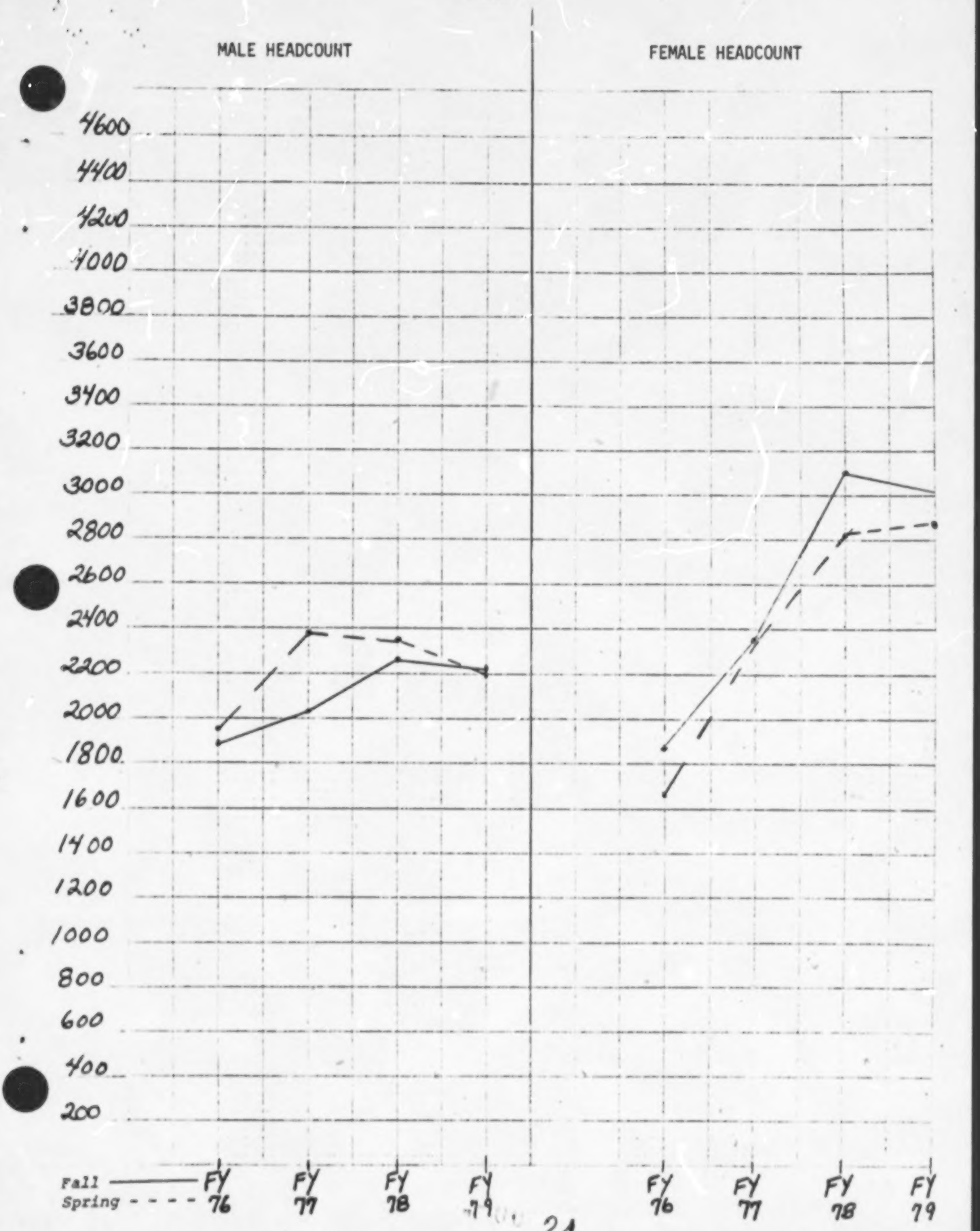
MALE HEADCOUNT
FEMALE HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY 76
FY 77
FY 78
FY 79
FY 76
FY 77
FY 78
FY 79

TABLE VI

ETHNIC BACKGROUND - HEADCOUNT

Entry Point		Caucasian	Black	Spanish	Native American	No Response/ Other
FISCAL YEAR 1976	Fall	3,034	148	67	83	297
	Spring	2,880	194	65	82	280
FISCAL YEAR 1977	Fall	3,527	245	90	111	326
	Spring	3,716	351	86	156	361
FISCAL YEAR 1978	Fall	4,378	313	98	169	326
	Spring	4,176	316	77	191	326
FISCAL YEAR 1979	Fall*	4,599	255	74	184	173
	Spring*	4,335	244	64	248	174

*Due to extended enrollment, not all student data was available when reports were run.

TABLE VII

MARITAL STATUS - HEADCOUNT

ENTRY POINT		Married	Single	Separated/ Divorced	Widowed
FISCAL YEAR 1976	Fall	2,143	1,149	410	33
	Spring	2,006	1,150	419	30
FISCAL YEAR 1977	Fall	2,219	1,612	535	48
	Spring	2,433	1,692	593	52
FISCAL YEAR 1978	Fall	2,661	1,978	675	65
	Spring	2,558	1,909	644	73
FISCAL YEAR 1979	Fall*	2,621	1,952	645	67
	Spring*	2,582	1,796	621	66

*Due to extended enrollment, not all student data was available when reports were run.

TABLE VIII

REGISTRATION TYPE - HEADCOUNT

ENTRY POINT		First-Time	Transfer	Returning	Graduate	Concurrently Enrolled H.S. Srs.*
FISCAL YEAR 1976	FALL	1,321	739	1,492	183	
	SPRING	1,424	807	1,204	170	
FISCAL YEAR 1977	FALL	1,397	662	2,231	124	
	SPRING	1,087	817	2,688	178	
FISCAL YEAR 1978	FALL	1,499	1,163	2,636	81	
	SPRING	1,112	1,027	2,986	59	
FISCAL YEAR 1979	FALL**	1,483	817	2,714	242	29
	SPRING**	1,145	680	2,898	321	21

*A change in the reporting system added this category.

**Due to extended enrollment, not all student data was available when reports were run.

PHASE II OF THE RETENTION STUDY: OFFICIAL WITHDRAWING STUDENTS

RESEARCH MONOGRAPH XI

Office of Planning and Development
June, 1979

Of the 5,412 who were enrolled in classes in the fall of 1978, 360 officially withdrew giving a 6.7% withdrawal rate. Of the 360 who withdrew in the fall, 36.9% had indicated when they enrolled that they were unsure of their educational plans and the major they had chosen. A breakdown of the percent of students in each major can be found in Table I. The greatest percent of the 360 students who withdrew (23.9%) indicated Business as their major; the next highest percent was Banking and Finance (10.8%); and all the other majors had a withdrawal rate below 6.5%. In looking at the percent of the total enrollment in each major that withdrew, Math had the greatest percent; Machine Production, the second greatest percent; Visual Arts, third; Political Science/Pre-Law, fourth; Drafting and Design, fifth; and History, sixth. All the other majors had less than 10% of their total enrollment withdraw.

In terms of the intent for coming to school, 36.7% of those withdrawing were seeking a degree in an immediate job entry program, and 25.8% were seeking a degree in a preparatory or transfer program. This means that of those who officially withdrew, 62.5% had indicated they were degree-seeking students when they enrolled. The other 37.5% were not degree-seeking and were spread across the following categories: (1) no specific goal, 9.7%; (2) job enrichment, 5.6%; (3) transfer without a degree, 4.4%; (4) exploratory activities, 6.1%; (5) undecided as to major and goal, 4.7%; and (6) 6.9% for whom we did not have the information available on their intent.

The biographical makeup of the group can be found in Table II. It can be seen that 54.4% were female, and 45.6% were male. There were 41.4% who

were married, and 44.2% who were single. Looking at the total fall population, 57.6% were women which was not a significantly larger percentage than the percent of women withdrawing although it is somewhat larger. The percent of married students in the fall, 1978, was 49.6%, and single students made up 33.9% of the total population. It appears that a greater percentage of single students withdrew than of married students and than single students in the general population. The ethnic background also can be found in Table II, with Caucasians having the highest percentage but being some lower than the total population. The Blacks were second highest and tended to have a higher percent of students who officially withdrew than the portion of the total fall population made up by Blacks. The age variable is presented in Table IV; about 50% of those withdrawing are in the age range of 21 to 30, with the greatest percent, 26.9%, falling in the 21-25 age bracket.

Other variables which might be looked at as playing a possible role in a person's withdrawing are the number of credit hours he or she was enrolled in and the times the classes were held. The credit hour enrollment data can be found in Table III; 67% of those withdrawing were enrolled in from 1 to 6 credit hours. The class attendance time data is presented in Table II, with the percentages in all four of the breakdowns being very similar to the percentage in the total fall 1978 enrollment.

As for the reasons that the students are officially withdrawing, they can be obtained from the drop and add form on which they are asked to give the reason or reasons for their withdrawal. The reasons were read and grouped in the Student Development Center into six categories. Table V

contains a listing of the six categories and the number of times each was indicated as a reason for leaving. Personal reasons ranked highest with overloaded ranking second and financial reasons being indicated least often. A more comprehensive examination of a student's reason for leaving will be made at the end of the spring semester at which time students who officially withdrew will be sent a questionnaire in order to obtain more specific information, including whether or not they plan to return to SOCJC.

TABLE I

Major	Official Withdrawals in Each Major		Total Students in Each Major		Percent Officially Withdrawing
	Percent	Number	Percent	Number	
BUSINESS	23.9%	86	19.5%	1029	8.4%
SPEECH COMMUNICATIONS	0.3%	1	0.3%	16	6.3%
PRE-ENGINEERING	1.4%	5	3.2%	167	3.0%
VISUAL ARTS	2.5%	9	1.2%	66	13.6%
MUSIC	1.4%	5	1.5%	81	6.2%
THEATER ARTS	0.3%	1	0.3%	18	5.6%
MODERN LANGUAGE	0.3%	1	0.9%	46	2.2%
LITERATURE	0.3%	1	0.8%	43	2.3%
MATH	2.5%	9	1.1%	59	15.3%
SCIENCE	3.9%	14	3.6%	189	7.4%
PSYCHOLOGY	6.4%	23	5.0%	265	8.7%
HISTORY	0.8%	3	0.6%	29	10.3%
POLITICAL SCIENCE/ PRE-LAW	1.7%	6	0.9%	46	13.0%
SOCIOLOGY	1.4%	5	1.4%	75	6.7%
DIVERSIFIED STUDIES	0.6%	2	0.6%	32	6.3%
ACCOUNTING	3.9%	14	4.4%	233	6.0%
BANKING & FINANCE	10.8%	39	12.9%	679	5.7%
SECRETARIAL SCIENCE	5.0%	18	4.7%	247	7.3%
BROADCASTING	2.2%	8	1.7%	91	8.8%
PRINTING TECHNOLOGY	0.6%	2	0.5%	25	7.7%
COMMERCIAL ART	1.9%	7	2.3%	120	5.8%
CREDIT UNION MGMT.	0.0%	0	0.5%	27	0.0%
FASHION MERCHANDISING	0.6%	2	0.7%	36	5.6%

TABLE I
(Continued)

Major	Official Withdrawals in Each Major		Total Students in Each Major		Percent Officially Withdrawing
	Percent	Number	Percent	Number	
REAL ESTATE	1.1%	4	2.5%	132	3.0%
RETAIL MERCHANDISING	0.0%	0	0.2%	10	0.0%
GENERAL OFFICE ASST.	0.6%	2	0.6%	32	6.3%
FOOD SERVICE MGMT.	0.3%	1	0.4%	19	5.3%
MID-MANAGEMENT	4.2%	15	3.7%	193	7.8%
NURSING	5.0%	18	5.1%	269	6.7%
OTTR	0.8%	3	1.0%	53	5.7%
SURGICAL TECHNOLOGY	1.1%	4	1.0%	55	7.3%
LONG-TERM CARE	0.0%	0	0.04%	2	0.0%
GERONTOLOGY	0.3%	1	0.2%	11	9.1%
EMT	3.3%	12	3.0%	160	7.5%
DRAFTING & DESIGN	3.1%	11	1.9%	101	10.9%
WELDING	0.6%	2	0.7%	36	5.6%
ELECTRONICS	4.4%	16	3.4%	179	8.9%
MACHINE PRODUCTION	0.6%	2	0.3%	14	14.3%
CONSTRUCTION TECH.	0.6%	2	0.6%	32	6.3%
MACHINE TECHNOLOGY	0.0%	0	1.0%	50	0.0%
RADIO & TV REPAIR	0.0%	0	0.3%	17	0.0%
METAL FABRICATION	0.0%	0	0.2%	10	0.0%
INDUSTRIAL ELECTRONICS	0.0%	0	0.3%	15	0.0%
CHILD DEVELOPMENT	0.6%	2	1.0%	51	3.9%
CORRECTIONS	0.8%	3	2.9%	152	2.0%
RECREATIONAL LEADERSHIP	0.3%	1	1.0%	53	1.9%
DRUG ABUSE	0.0%	0	0.02%	1	0.0%
UNIDENTIFIED	0.0%	0	0.3%	18	0.0%

TABLE II

CATEGORIES	PERCENT IN FALL ENROLLMENT, 1978	PERCENT OF STUDENTS WHO OFFICIALLY WITHDREW, FALL, 1978
MALE	42.4%	45.6%
FEMALE	57.6%	54.4%
MARRIED	49.6%	41.4%
SINGLE	36.9%	44.2%
OTHER	13.5%	14.4%
BLACK	4.8%	7.2%
CAUCASIAN	87.0%	84.4%
NATIVE AMERICAN	3.5%	3.3%
ORIENTAL AMERICAN	1.6%	0.3%
HISPANIC	1.4%	2.8%
OTHER & NO RESPONSE	1.6%	1.9%
DAY CLASSES ONLY	23.8%	25.0%
NIGHT CLASSES ONLY	59.8%	60.3%
ARRANGED CLASSES ONLY	2.7%	3.3%
COMBINATION OF DAY & NIGHT	13.7%	11.4%

TABLE III

NUMBER OF CREDIT HOURS	PERCENT OF STUDENTS WHO OFFICIALLY WITHDREW DURING FALL, 1978
1 - 3	39.2%
4 - 6	27.8%
7 - 9	13.3%
10 - 12	14.7%
13 - 15	4.2%
Over 15	.8%

TABLE IV

AGE	PERCENT OF STUDENTS OFFICIALLY WITHDREWING
16 - 20	16.1%
21 - 25	26.9%
26 - 30	22.8%
31 - 35	11.9%
36 - 40	9.2%
41 - 45	5.0%
46 - 50	2.2%
51 - 55	2.8%
56 - 60	0.6%
61 & over	0.3%
No age reported	2.2%

TABLE V

REASONS FOR WITHDRAWAL

Personal Reasons	*209 Responses*
Overloaded	*140 Responses*
New Job	*74 Responses*
Moving	*56 Responses*
Transferring Schools	*21 Responses*
Financial Reasons	*10 Responses*

STUDENT ENROLLMENT DATA

Research Monograph XII

Office of Planning and Development
June, 1979

A longitudinal study was begun in the fall 1978 to try to identify if differences existed in students who took classes at different times of the day. The day was broken into morning (8:00 a.m. to 12 Noon), afternoon (Noon to 5:00 p.m.), and evening (5:00 p.m. to 10:30 p.m.); one other category that had to be dealt with was the arranged sections which have no designated time. After considering the data, it was found that people enrolled in one arranged course or more and one time-designated course or more and people enrolled in one arranged course or more made up 11.9% in the fall 1978 semester and 15.9% in the spring 1979 enrollment. Until the number reaches 20% of the total enrollment for the particular entry point, these people will be left separate.

The variables to be considered are age, sex, family income, ethnic background, marital status, degree objective, part-time or full-time student status, and type of admission. The question to be answered is "Is there a difference between students who enroll in classes offered at particular times?"

Looking at each variable individually, it can be seen that females outnumbered males in every enrollment time except those enrolled in both morning and night classes and those enrolled in both afternoon and night classes. In terms of the total enrollment for fall and spring, more women than men were enrolled. In considering the degree objective of the students, the greatest number of students were in immediate job entry programs. This is true for the total college, as well as the different segments. Students enrolled in morning classes in both semesters and students enrolled in both afternoon

and night classes in the spring showed as having their greatest numbers enrolled in preparatory programs. The only other group which deviated was the fall afternoon students who had their greatest number in the special interest category.

The total college enrollment had the greatest proportion of students enrolled in a combination of morning, afternoon, and evening classes in both the fall and spring semesters and those in the spring enrolled in a combination of morning and afternoon classes had a larger number enrolled full-time than part-time. The admission type of greatest frequency across all enrollment times is the readmitted student; the second greatest frequency was the first-time college students; and transfer students from other schools were third.

The average age for the fall was always less than the spring, except for those students enrolled in both afternoon and night classes where the fall was slightly higher than the spring. The oldest students are taking afternoon classes only, with those taking only night classes being the second oldest population. The youngest group of students are those enrolled in classes in all three time periods. The income level as with the total college has the greatest number of students in the "over $12,000" bracket.

In terms of the students' ethnic background, White students were the greatest frequency across all time slots and in the total college. The second highest frequency alternated between Blacks and Native Americans, except in three time slots - morning, afternoon, and evening; afternoon and evening; and morning and evening - in which the Asians were the second highest frequency. The highest frequency in marital status vacillates between married and single, with no pattern being able to be identified.

In looking at overall totals, the greatest number of students are enrolled in night classes only, with the next highest being those enrolled in morning classes only and third being those enrolled in both morning and night classes. In morning classes, night classes, both morning and afternoon classes, a combination of morning, afternoon, and evening classes, and the total college, there was a greater enrollment in the fall than the spring, whereas on the other three the spring showed a higher enrollment than the fall. One problem area is that none of the variables considered may be playing a part in the time selection. It may be that students do not have a time option due to when classes are scheduled, or it may be that other variables, such as family responsibilities or a job, influence time selection.

This paper is the initial step; a careful analysis each year of this data may lead to the identification of some trends which can be used in helping to predict future enrollments.

TABLE I

CATEGORY	MORNING		AFTERNOON		NIGHT		MORNING & AFTERNOON		MORNING & NIGHT		AFTERNOON & NIGHT		MORNING, AFTERNOON & NIGHT		TOTAL COLLEGE	
	Fall 1978	Spring 1979	Fall 1978	Spring 1979	Fall 1978	Spring 1979	Fall 1978	Spring 1979	Fall 1978	Spring 1979	Fall 1978	Spring 1979	Fall 1978	Spring 1979	Fall 1978	Spring 1979
SEX:																
MALE	240	240	45	70	1295	1161	132	97	167	187	72	102	95	67	2242	2214
FEMALE	342	307	72	111	1655	1428	232	173	142	157	68	48	100	111	3043	2851
DEGREE OBJECTIVE:																
SPECIAL INTEREST	74	93	32	38	342	495	17	12	12	26	8	6	1	5	531	753
JOB ENRICHMENT	46	51	17	30	312	316	4	3	15	17	8	7	3	2	449	514
EXPLORATION	38	32	9	6	124	128	12	11	12	22	6	3	2	8	238	251
TRANSFER	26	44	6	7	89	133	23	12	18	14	3	4	8	7	188	241
PREPARATORY	182	134	23	29	560	430	107	75	100	106	41	62	66	55	1227	1072
IMMEDIATE JOB ENTRY	141	116	20	55	1232	838	139	113	115	125	60	57	102	87	2094	1734
ENROLLED:																
FULL-TIME	143	120	0	7	168	140	158	169	144	157	47	71	154	147	1070	1063
PART-TIME	439	427	117	174	2782	2449	206	101	165	187	93	79	41	31	4215	4002
ADMISSION TYPE:																
FIRST-TIME	234	123	34	42	744	642	100	61	57	50	36	24	45	27	1483	1145
TRANSFER	77	73	12	31	551	408	37	25	38	30	15	17	12	10	817	680
READMITTED	234	320	47	85	1483	1332	221	178	203	244	84	100	137	148	2714	2898
SPECIAL	35	31	14	20	161	194	4	4	11	19	3	9	1	3	242	321
HIGH SCHOOL	2	0	10	3	11	13	2	2	0	1	2	0	0	0	29	21
AVERAGE AGE:	26.99	28.96	33.56	34.32	29.35	29.67	27.37	27.57	27.10	27.59	27.99	27.63	25.78	26.90	28.58	29.10

TABLE I (Continued)

INCOME:	MORNING		AFTERNOON		NIGHT		MORNING & AFTERNOON	
	Fall 78	Spring 79	Fall 78	Spring 79	Fall 78	Spring 79	Fall 78	Spring 79
0 - $2,999	40	33	6	7	71	70	56	47
$3,000 - $5,999	61	41	9	16	246	173	49	32
$6,000 - $7,499	47	40	6	15	305	176	30	24
$7,500 - $8,999	39	29	7	7	234	192	27	18
$9,000 - $11,999	89	71	17	22	458	358	42	30
$12,000 & over	234	215	57	69	1216	960	119	79
ETHNIC BACKGROUND								
Black	40	22	5	8	117	89	23	23
White	500	487	104	138	2642	2312	309	195
Native American	20	13	5	23	89	104	17	39
Asian	5	8	2	2	27	23	5	7
Hispanic	10	6	0	4	31	27	2	3
Other	7	11	1	6	44	34	8	3
MARITAL STATUS:								
Single	268	226	37	55	942	789	158	128
Married	249	262	67	99	1611	1450	148	108
Separated	10	15	3	4	26	32	12	5
Divorced	51	40	10	17	335	292	40	20
Widowed	4	4	0	6	36	26	6	9
TOTAL	582	547	117	181	2950	2589	364	270

TABLE 1 (Continued)

	MORNING & NIGHT		AFTERNOON & NIGHT		MORNING, AFTERNOON & NIGHT		TOTAL COLLEGE	
	Fall '78	Spring '79	Fall '78	Spring '79	Fall '78	Spring '79	Fall '78	Spring '79
INCOME:								
0 - $2,999	34	28	13	17	25	29	306	307
$3,000 - $5,999	35	41	16	13	40	30	540	438
$6,000 - $7,499	28	28	11	16	15	16	495	392
$7,500 - $8,999	27	24	10	11	11	8	417	376
$9,000 - $11,999	37	42	20	13	20	21	746	652
$12,000 & over	107	127	51	36	60	49	2057	1769
ETHNIC BACKGROUND:								
Black	17	10	5	24	7	9	255	244
White	256	284	120	102	150	138	4599	4335
Native American	10	13	4	12	16	10	185	251
Asian	13	20	6	7	16	12	86	89
Hispanic	6	10	2	2	1	2	74	64
Other	7	7	3	3	5	7	86	82
MARITAL STATUS:								
Single	139	153	53	66	106	90	1952	1796
Married	138	150	71	62	56	59	2621	2582
Separated	5	5	2	4	8	5	83	86
Divorced	23	30	14	18	20	21	562	535
Widowed	4	6	0	0	5	3	67	66
TOTAL	309	344	140	150	195	178	5285	5065

INFORMATION FROM 1978 SCCJC GRADUATES

RESEARCH MONOGRAPH XIII

Office of Planning and Development
June, 1979

In March of 1979, questionnaires were sent to all students who had graduates from South Oklahoma City Junior College in December, 1977, May, 1978, and July, 1978. A total of 247 questionnaires were sent with 86 being returned over a six-week period, giving a response rate of 34.8%. A copy of the questionnaire can be found in Table I with Tables II through V containing the responses made on each question in the four sections of the questionnaire for each of the three years the questionnaire has been in use. Table VI contains the written comments made by those responding as to how they would improve the program or services.

Looking at the data for Section A, there appears to be a decrease from the previous two years in those looking at improving their existing job skills, while all the other areas remained relatively constant. The greatest percent of the 1978 graduates indicated their degree objective had been to obtain skills which would enable them to get a job. When looking at the graduates to determine what they are presently doing, the greatest percent are employed full-time, with the second highest percent being enrolled in a four-year school and those employed part-time being third. This same pattern has been in existence across all three years.

In rating the various activities and services of the college, the quality of instruction, instructor interest, course content, class size, learning resource center, and paced instruction were all rated between "very good" and "good", while the other areas, including the "M" grade, the counseling program, student activities, counseling,

financial aids, the use of instructional media, and the grading/ testing procedures were all rated between "good" and a middle "neutral" position.

Table III contains information from those who have continued in school after graduation. Of the 1978 graduates responding, 41.9% were attending school either part or full time at some postsecondary institution. The top two transfer institutions are Central State University and Oklahoma University; this has been the case for the past three years. Of the 1978 graduates, 22.2% indicated they had trouble transferring; this was down from the 1977 graduates and about equal to the first year data was collected. The problems in transferring were basically in the acceptance of credit hours, with 33.4% indicating they lost more than 4 credit hours when they transferred. There was a decrease in the percent of people who indicated all their credit hours were accepted from what it had been in previous years.

In considering the adequacy of their preparation, 36.1%, the highest percentage, indicated their preparation was excellent. This was considerably higher than the 1977 graduates' rating and about equal to the percentages obtained the first year data was collected.

Table IV contains the information provided by those people who were employed. Eighty percent of those responding this year were employed with just over 52% indicating that their present position was directly related to the program they had completed. The average rating for the training they received was between "good" and "very good", and it was indicated that the training had helped in obtaining

the job, their performance, and advancement on the job. Other data, such as income and job availability, is presented in Table IV and does not differ much acorss the three years.

When asked why their employment was unrelated to their program, if it was, the reason most often given was that they had transferred to a four-year school. A majority of the people felt that their training was of direct benefit to their career plans. (See Table V.) They were asked if they were considering enrolling at SOCJC again; the percentage responding positively dropped some from the 1977 graduates, with less than 50% desiring to reenroll. Courses in math and art were the areas most often indicated as being areas graduates were seeking courses in. (For a complete list of desired courses, see Table V.)

Table VI is a list, by institute, of the comments written on the questionnaires. Basically, the comments can be grouped into four areas: (1) The counseling and advising system - for which there were 7 negative comments and no positive ones; (2) The grading system - which had 10 negative and 3 positive comments; (3) The school, including various areas, such as the LRC, admissions, etc. - for which there were 10 negative comments and 14 positive comments; and (4) Problems and suggestions for particular programs - along which lines there were 9 comments which were basically negative.

Table I, presenting the Graduate Survey Questionnaire, has been deleted due to irreproducibility. The questions on the survey are all reproduced on the following pages.

TABLE II

SECTION A OF QUESTIONNAIRE

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING		
	1972 thru 1976 Graduates*	1977 Graduates**	1978 Graduates***
1) What was your primary purpose in completing your degree or certificate program at our college?			
a) Improvement of existing job skills	25.0%	25.0%	17.6%
b) Preparation for job	30.3%	43.7%	40.0%
c) University transfer credit	34.9%	32.5%	31.8%
d) General interest	5.3%	3.7%	7.1%
e) Personal enrichment	15.8%	12.5%	14.1%
f) Other	.7%	2.5%	2.4%
2) What best describes present status?			
a) Employed full-time	71.2%	61.3%	62.4%
b) Employed part-time	9.9%	15.0%	10.6%
c) Unemployed	7.9%	6.3%	5.9%
d) Full-time homemaker	6.6%	3.8%	5.9%
e) Looking for work	5.9%	2.5%	3.5%
f) Enrolled in 2-yr. college	6.6%	6.3%	3.5%
g) Enrolled in 4-yr. college	30.3%	31.3%	32.9%
h) Other	3.9%	1.3%	4.7%
3) Rate the following:			
a) Quality of Instruction			
Very good	37.3%	27.5%	29.4%
Good	49.0%	53.8%	55.3%
Neutral	7.2%	10.0%	12.9%
Poor	2.6%	8.8%	2.4%
Very poor	1.3%	0.0%	0.0%
b) Grading/testing procedures			
Very good	25.5%	18.8%	16.5%
Good	49.0%	53.8%	58.8%
Neutral	12.4%	12.5%	14.1%
Poor	9.2%	12.5%	4.7%
Very poor	2.6%	2.5%	4.7%

*N=153
**N=80
***N=86

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING		
	1972 thru 1976 Graduates	1977 Graduates	1978 Graduates
3) Continued			
c) Instructor interest			
Very good	40.5%	32.5%	37.6%
Good	45.6%	48.8%	48.4%
Neutral	11.1%	10.0%	8.2%
Poor	2.0%	5.0%	5.9%
Very poor	2.0%	1.3%	0.0%
d) Content of courses			
Very good	28.8%	27.5%	20.0%
Good	54.9%	56.3%	64.7%
Neutral	9.8%	10.0%	11.8%
Poor	3.3%	5.0%	3.5%
Very poor	.7%	0.0%	0.0%
e) Use of instructional media			
Very good	24.8%	22.5%	12.9%
Good	51.0%	53.8%	63.5%
Neutral	17.6%	16.3%	20.0%
Poor	5.2%	7.5%	1.2%
Very poor	0.0%	0.0%	1.2%
f) Class size			
Very good	38.6%	31.3%	29.4%
Good	51.6%	56.3%	57.6%
Neutral	5.9%	8.8%	8.2%
Poor	3.3%	3.8%	2.4%
Very poor	0.0%	0.0%	2.4%
4) Rate the following college services:			
a) Financial Aids			
Very good	15.7%	16.3%	16.5%
Good	5.9%	20.0%	17.6%
Neutral	5.9%	8.8%	15.3%
Poor	1.3%	1.3%	1.2%
Very poor	2.6%	1.3%	0.0%
b) Counseling			
Very good	18.3%	7.5%	4.7%
Good	30.1%	30.0%	31.8%
Neutral	11.8%	17.5%	20.0%
Poor	5.2%	3.8%	5.9%
Very poor	1.3%	7.5%	10.6%

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING		
	1972 thru 1976 Graduates	1977 Graduates	1978 Graduates
4) Continued			
c) Student Activities			
Very good	7.2%	1.3%	4.7%
Good	19.0%	15.0%	16.5%
Neutral	11.8%	22.5%	27.1%
Poor	1.3%	3.8%	3.5%
Very poor	1.3%	0.0%	3.5%
d) Learning Resources Center			
Very good	29.4%	26.3%	21.2%
Good	41.8%	48.8%	36.5%
Neutral	8.5%	12.5%	14.1%
Poor	3.3%	1.3%	10.6%
Very poor	0.0%	0.0%	1.2%
e) Counseling Program			
Very good	13.1%	5.0%	0.0%
Good	20.9%	25.0%	22.4%
Neutral	13.1%	20.0%	24.7%
Poor	4.6%	8.8%	4.7%
Very poor	2.6%	5.0%	8.2%
f) Use of "M" as letter grade			
Very good	26.8%	12.5%	21.2%
Good	23.5%	27.5%	22.4%
Neutral	19.0%	25.0%	18.8%
Poor	7.2%	11.3%	16.5%
Very poor	5.2%	12.5%	12.9%
g) Paced instruction (individual, group, or multiple)			
Very good	52.9%	31.3%	29.4%
Good	28.1%	42.5%	38.8%
Neutral	6.5%	11.3%	16.4%
Poor	2.0%	0.0%	1.2%
Very poor	0.0%	0.0%	1.2%

TABLE III

SECTION B OF QUESTIONNAIRE

QUESTION	PERCENT RESPONDING		
	1972 thru 1976 Graduates*	1977 Graduates**	1978 Graduates***
1) College currently attending:			
a) Central State University	41.8%	36.7%	44.4%
b) University of Oklahoma	19.0%	30.0%	25.0%
c) Oklahoma City University	13.9%	10.0%	5.9%
d) Oklahoma State University	3.8%	6.7%	
e) Oklahoma State University - Tech	1.3%		
f) Oklahoma Baptist University	1.3%		
g) East Central State University	1.3%		2.8%
h) Oklahoma City Southwestern	1.3%		
i) Bethany Nazarene College	1.3%		
j) Houston Baptist University	1.3%		
k) Central Baptist University	1.3%		
l) University of Illinois	1.3%		
m) Amarillo Junior College	1.3%		
n) SOCJC	10.1%	10.0%	11.1%
o) Northeastern OSU		3.3%	
p) University of New Mexico		3.3%	
q) USAOK			2.8%
2) Did you have problems transferring?			
a) Yes	21.5%	40.0%	22.2%
Credit hours	8.8%	13.3%	16.7%
Transcript problems	3.8%	3.3%	0.0%
Admission problems	2.5%	3.3%	0.0%
Other	6.3%	20.0%	5.6%
b) No	78.5%	60.0%	77.8%
3) How many credit hours were accepted?			
a) All accepted	59.9%	56.6%	44.4%
b) Lost 1-3 credit hours	7.6%	6.7%	2.8%
c) Lost 4-6 credit hours	5.1%	10.0%	11.1%
d) Lost 7-12 credit hours	6.3%	6.7%	11.1%
e) Lost 13-20 credit hours	2.5%	3.3%	5.6%
f) Lost more than 21 credit hours	5.1%	0.0%	5.6%

*N=79
**N=30
***N=36

QUESTION	PERCENT RESPONDING		
	1972 thru 1976 Graduates	1977 Graduates	1978 Graduates
4) Current status & classification:			
a) Part-time student	38.0%	30.0%	50.0%
b) Full-time student	40.5%	60.0%	30.6%
c) Junior	36.7%	60.0%	52.8%
d) Senior	24.1%	23.3%	19.4%
e) Graduates	2.5%	0.0%	2.8%
f) Other	7.6%	3.3%	5.6%
5) How well did the program prepare you to continue your education?			
a) Preparation was excellent.	35.4%	13.3%	36.1%
b) Preparation was satisfactory.	44.3%	56.7%	33.3%
c) Good in some areas.	8.8%	20.0%	13.9%
d) Fair, but all areas could have been better.	2.5%	0.0%	8.3%
e) Preparation was inadequate.	2.5%	3.3%	0.0%

TABLE IV

SECTION C OF QUESTIONNAIRE

QUESTION	PERCENT RESPONDING		
	1972 thru 1976 Graduates*	1977 Graduates**	1978 Graduates***
1) a) Is your present job related to the courses you completed?			
Yes, directly related	46.5%	65.1%	52.2%
Yes, related	28.7%	14.3%	20.3%
No	14.0%	20.6%	27.5%
b) Have you been employed in a related occupation since you graduated?			
Yes, directly related	2.3%	0.0%	2.9%
Yes, related	3.1%	7.7%	1.4%
No	12.4%	84.6%	23.2%
2) How would you rate the training you received in relation to its usefulness on the job?			
a) Very poor	2.7%	3.9%	1.4%
b) Poor	4.4%	5.8%	1.4%
c) Neutral	13.3%	15.4%	7.3%
d) Good	54.0%	53.9%	55.1%
e) Very good	22.1%	25.0%	21.7%
e) How did courses help you in your occupation?			
a) Helped to obtain job	40.7%	46.2%	47.8%
b) Helped performance on present job	48.7%	59.6%	36.2%
c) Helped advance on present job	25.7%	30.8%	23.2%
d) None of the above	8.8%	9.6%	5.8%
e) Other	6.2%	7.7%	5.8%

*N=129
**N=63
***N=69

QUESTION	PERCENT RESPONDING		
	1972 thru 1976 Graduates	1977 Graduates	1978 Graduates
4) What is your average monthly income?			
a) Up to $300	0.0%	0.0%	0.0%
b) $300 to $399	2.7%	0.0%	0.0%
c) $400 to $499	5.3%	1.9%	4.3%
d) $500 to $599	.9%	5.8%	4.3%
e) $600 to $699	8.8%	5.8%	7.3%
f) $700 to $799	9.7%	7.7%	7.3%
g) $800 to $899	15.9%	21.2%	10.2%
h) $900 to $999	7.1%	13.5%	5.8%
i) $1,000 to $1,099	8.8%	5.8%	10.2%
j) $1,100 to $1,199	1.8%	3.8%	5.8%
k) $1,200 and up	19.5%	19.2%	15.9%
5) Were you employed in your present job prior to completing your program?			
a) Yes	38.9%	38.1%	49.3%
b) No	54.9%	47.6%	37.7%
6) How would you rate the availability of jobs in your present occupation?			
a) Very good	29.2%	34.9%	30.4%
b) Good	27.4%	27.0%	27.5%
c) Neutral	15.0%	12.7%	15.9%
d) Poor	14.2%	6.3%	10.2%
e) Very poor	7.1%	3.2%	4.4%

TABLE V

SECTION D OF QUESTIONNAIRE

QUESTION	PERCENT RESPONDING		
	1972 thru 1976 Graduates*	1977 Graduates**	1978 Graduates***
1) If your employment is not related to your program, which reason(s) apply?			
a) Transferred to a four-year college	20.3%	20.0%	19.8%
b) Not sufficiently qualified for job in my field	3.9%	8.8%	4.7%
c) Preferred to work in another field	5.2%	2.5%	3.5%
d) Found better paying job in another field	6.5%	6.3%	7.0%
e) Could not find job in my field	4.6%	1.3%	4.7%
f) Worked previously in field, but changed	2.0%	1.3%	1.2%
g) Other	3.9%	5.0%	9.3%
2) How do you see the courses completed in terms of your career plans?			
a) Of immediate, direct benefit	41.2%	42.5%	40.7%
b) Of long-term, direct benefit	49.7%	46.3%	44.2%
c) Of indirect benefit	16.3%	16.3%	17.4%
d) Of no benefit	3.3%	2.5%	1.2%
3) Are you interested in taking other courses at the college?			
a) No	15.7%	36.3%	46.5%
b) Yes	47.7%	58.8%	45.5%

*N=153
**N=80
***N=86

3) Other Courses:

1. 7 - Math
2. 5 - Art
3. 3 - Chemistry
4. 2 - Physics
5. 2 - Photography
6. 2 - Physical Fitness
7. 2 - Accounting
8. 2 - Humanities
9. 1 - Nursing
10. 1 - Nutrition
11. 1 - A & P
12. 1 - Para Legal Courses
13. 1 - Mid-Management
14. 1 - Physical Science
15. 1 - Banking
16. 1 - Pre-Engineering
17. 1 - English
18. 1 - Microbiology
19. 1 - Communications
20. 1 - Zoology
21. 1 - Astronomy
22. 1 - Geography
23. 1 - Child Development
24. 1 - Printing Technology
25. 1 - Interior Decorating
26. 1 - Corrections
27. 1 - RPG
28. 1 - Real Estate
29. 1 - Electronic Engineering
30. 1 - Psychology
31. 1 - Gerontology

TABLE VI

COMMENTS MADE BY THE GRADUATES

Media and Arts

1. Counselor didn't seem to be familiar enough on requirements in various major areas. Consequently I had to take some hours that weren't necessary.

2. I enjoyed my time at SOCJC. I found the instructors to be interested in my personal progress. Only one problem it was hard to find instructors when classes were not in session.

3. I enjoyed my stay at SOCJC very much and found the teachers and staff very helpful (except counseling) and ready to help in any way. I hope you continue Saturday classes because I hope to attend after I get my B.A. and take additional courses in particular - English, Drawing, and Tech. Ill. I would appreciate your letting me know if these courses are planned for a Saturday.

4. Whenever possible, make all courses MP for those who desire IP.

5. The "M" system worked well, enabled me to establish good grade average. (currently 3.86) - self-motivation primary help. Most instructors very good - good school to begin, is for the student that is not especially interested in school at first.

Business and Management

1. Change to number grading system instead of letters.

2. I wish there were a four-year school based on same grading principle as yours.

3. Program I went through was good. Now I would like to take non-credit short courses like sewing. I really wish the college could become a four-year college. I enjoyed going there.

4. Have smaller classes.

5. You need an orientation program for your full and part-time night students to help eliminate the confusion of course enrollment and requirements for their special fields of interest.

6. The bit of having a faculty advisor sign your enrollment form is sometime a real pain - you have to make half a dozen trips or your advisor quits, etc.

7. Have all instructors keep better attendance records - earlier counseling.

8. I have not attended another college. Therefore, I have no basis for comparison. I found our professors and management student oriented. I feel we have a unique college.

Natural and Applied Science

1. Fine facility. Hope I can find one similar when I relocate to Delaware.

2. I would like for each instructor to teach the course well and to have better grading system. The "M" used in grading at your school is no good for the student. I would be better for you to have a grading system like other colleges in Oklahoma.

3. More Electro-Mechanical courses. More practical courses in air conditioning, hydraulics, etc. Physics and Math courses were very good, stimulating. Electronics courses should be made harder. Material given too slow.

4. I think you should continue the technical English program (Tech Report Writing) as it directly helps those people who are in technical jobs without requiring the study of information that is not required in that capacity. The mastery system is an excellent idea.

5. Counseling was poor to non-existant! As a result, it took 3 years to complete a two-year degree (plus two summers). I was also "counseled" to take 14+ hours that were not required. Scheduling of physics is not realistic. I know other students too, who could not work in physics "on schedule" due to conflicts. In electronics department, more measurement and trouble shooting experience - not exposure.

6. I completed a radio and television course there and think that a pre-required course should be a pre-requisite before the actual radio and television course. You already have some prerequisite courses which is okay but students should have been better prepared before starting courses, which would give them a much better start in the main course.

Human Affairs

1. Please keep the mastery system. For once a college that values learning for learning's sake. More weekend and night courses.

2. Your grading system of M or F or I hurt the grade point average. You should give A,B, C to figure a GPA.

3. When trying to transfer my SOCJC "M" type grades to Auburn University, they didn't want to give full credit. The "M" system only gives you a "C" (2.00) grade point and that isn't good - change to a normal grading system (A,B,C etc.)

4. I would like for the college to change over to the ABCDF grading system. Also, I would like to see a full-time counselor hired to aid students in their problems.

5. After attending CSU, I now realize how good the quality of instruction is at SOCJC.

6. Courses of great value to my volunteer work as Asst. Vol. Coordinator at Clara Water CTC.

7. Your counselors need to be better informed as to what degree plans will benefit what major at a four-year college. My degree in psychology did not help in education at all where a degree in some other field would have counted toward an area of concentration as child development, history, English, PE, Science, or reading.

8. I hope the mastery system still exists. I don't know how classes are arranged, but I would like to see weekend and night classes.

9. I think that in some of the courses I took at SOCJC the tests were too easy. The first-time student leaving SOCJC and going on to a 4-year school has a hard time adjusting to the more difficult subject matter and testing procedures. Course work gets harder as one continues in school. I think SOCJC gives an unrealistic picture of college. I did enjoy most of my courses at SOCJC, but I'm finding OU much harder than expected.

10. Very good school and program - I recommend the school often.

11. I would like to see more courses offered in the 8-week selections.

12. The M/F grading system was the only way that I could have gone on to a university. I was not prepared to start into a four-year college and my self confidence was quite low. Through this grading system I was able to correct many of my problems. I now carry a 3.50 average and am very thankful to have participated in the M/F grading system.

Health Related

1. Get away from the "M" grading. Also, the retest if not passed and a screening program for entrance into the program.

2. The LRC needs to be in a closed area and the regulations concerning said area should be much more strict. The food service area should be enclosed to cut down on noise in classroom areas.

3. I think they could use more classroom instruction instead of group sessions. Overall, this has been a very good learning experience for me and everyone was really willing to help you.

4. You have a very good program as it is, leave it that way, except grade M should be changed to same as other schools.

5. Reorganize the registrar's office.

6. I like the college and the methods of teaching; however, the grading system could use some improvement.

7. Correspond course credits to those offered at four-year schools and letter grades.

8. Testing/grading system have been improved since my graduation. My personal belief is that the course is too simple. The OTTR course needs a greater stress on anatomy and human devolopment.

9. Program seems to be suffering from growing pain while enrolled - hope the rough edges have been smoothed down - generally though program seems to accomplish the intended task. Experience will be the best asset for the program.

10. (a) Better LRC supervision - I received notices of books overdue which had been returned prior to graduation.

    (b) More lectures instead of "group discussion" in nursing class.

    (c) Better nursing laboratory instruction.

11. Master, fail program presents too many credit transfer problems. Legs in nursing was not effectively used by staff; resources were available but more time was spent obtaining and searching for resource material and little time left to study. Nursing program should run more like the other programs at the school.

12. (a) The nursing department needs a library of their own. Material was always difficult to get.

    (b) The school needs more enclosed rooms often outside noise is very distracting especially in testing centers.

13. (a) Completely do away with the nursing "group discussions".

    (b) Provide information lectures in their place.

    (c) Put more emphasis on learning the nursing material than busy work (writing papers, concepts, and daily goals in clinicals, etc.)

    (d) Provide a psychologist for stressed nursing students and instructors!!!

    (e) More supervision, instruction, guidance, and protection on clinical rotations (don't just throw to the dogs).

Diversified Studies

1. Improve counseling! Do not like the "M" grade; it is too vague. Too little homework or class work is required of students. I learned nothing in the Botany lab. Felt it was a waste of time. Do not like open book tests. Many required books were not used in class at all.

Unknown Major

1. Job placement needs to improve. As soon as I graduated from college. They need to inform us about the job and where to look. We need job security that we study for or train for.

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